

**RHODE ISLAND DEPARTMENT OF EDUCATION
OFFICE OF SPECIAL NEEDS**

**SCHOOL SUPPORT SYSTEM REPORT AND SUPPORT PLAN FOR
BRISTOL WARREN SCHOOL DISTRICT**

APRIL 2 –6, 2001

SCHOOL SUPPORT SYSTEM

Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with disabilities. The School Support System model is designed to promote the involvement of the whole school district, regular educators as well as special educators and parents. It is designed to learn if the district meets the minimum regulations and what effects the programs and services have on student performance. Finally, the SSS develops a support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the Local Education Agency (LEA) to plan the site visit and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review LEA demographic information on selected reports including: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with disabilities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with disabilities. The RIDE staff compiles a preliminary summary of their analyses of these data.
- Presentation by the LEA and School Site Visit The site visit begins with a presentation of programs by teachers and staff. The presentation provides the visiting team with general and specific information on delivery of programs and services to students. Following this presentation, visits to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. the team gathers sufficient information and works with the LEA personnel to generate a report covering the following:
 - The district's compliance with the state and federal regulations, relative to the education of students with disabilities
 - The quality and effectiveness of programs and services provided by the district
 - The need for professional development and technical assistance that will enable the LEA to improve programs and services.
- The Support Plan The RIDE team and the LEA central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school and district to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some fourteen categories, from school improvement to the least restrictive environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the district as well as ways that RIDE will assist the district to improve programs and services.

**Bristol Warren
SCHOOL SUPPORT SYSTEM REVIEW
April 2-9, 2001**

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1. SCHOOL IMPROVEMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	<p>The Bristol Warren School District has been engaged in a comprehensive process of district-wide and school planning. The mission of the Bristol Warren Regional School Community is to ensure that all students develop the skills, knowledge and character essential to be responsible and productive citizens through an educational system characterized by high standards and accountability. In order to achieve this mission, the following objectives are being implemented through the strategic process:</p> <ul style="list-style-type: none"> • All students will come to school ready to learn. • All students will accept responsibility for themselves, their learning and their role in society. • All students will demonstrate proficiency in critical thinking, communications, problem solving and academic skills. • All students will graduate and be enrolled in post-secondary training/education (be employed) within six months of graduation. <p>The district is in its fifth year of implementing this strategic plan, and is in the process of developing a new plan for the next five years.</p>	<p>Presentation Interview Record Review</p>	
Performance	<p>The district has gone through many changes in the last few years including new leadership, new administrators, re-organization of the elementary schools and the development of new initiatives. These changes are being viewed as a new beginning for the Bristol Warren Public Schools.</p>	<p>Presentation Interview Document Review</p>	
Performance	<p>The central office and school-based administration work together as a collegial team to facilitate their school reform initiative. School administrators have voiced their commitment to and confidence in district reform efforts.</p>	<p>Presentation Interview</p>	

Performance	<p>The district is strategically moving forward with the school improvement strategies in the area of standards based curriculum, instruction and assessment:</p> <ul style="list-style-type: none"> • Curriculum has been selected that align with district standards; Balance Reading, Chicago math, KITES. • Teachers at grade-levels have developed performance indicators for reading/language arts, math, science, health and social studies for kindergarten through grade 8. • A comprehensive, systematic assessment has been developed that is multi-dimensional and aligned to curriculum and standards for kindergarten through 12th grade. The district is piloting some off grade level testing. • District-wide rubrics have been developed by teacher teams that establish and articulate expectations for all students in English language arts for the elementary grades. • A standards-based report card is being piloted this year in the elementary grades in the area of literacy. 	<p>Presentation Interview Document Review</p>	
Performance	<p>The COZ Family Center is an integral part of the Hugh Cole and of the total school district. The COZ has leveraged many resources. These resources provide an array of services including: before and after school programs, universal home visits for newborns, parent education and support groups, drop in and play groups for preschoolers and their families, workshops and support to enhance quality child care programs in the community; a tobacco prevention grant at the middle school and a planning grant for a school based health center at the high school.</p>	<p>Presentation Document Review</p>	
Performance	<ul style="list-style-type: none"> • The district has focused on literacy and has provided professional development for all elementary general and special education teachers in Balanced Reading. Through the I READ grant, professional development has also been provided. In addition, a reading specialist has been working as a coach in the elementary schools. 	<p>Presentation Interview Document Review</p>	

Performance	The district has partnered with the University of RI and Roger Williams College. The district provides placements in the schools for student teachers. The Higher Education Programs provide professional development for the teaching staff. The district is working in conjunction with Roger Williams College and the Chamber of Commerce to develop a laboratory charter school (K-12)	Presentation Interview	
Performance	<p>ELEMENTARY</p> <p>All elementary schools have active School Improvement Teams that have developed school improvement plans that target school success for all students. These plans are aligned with the district strategic plans. Schools are addressing the equity gaps between special education and general education students through a self-study process.</p> <p>MIDDLE SCHOOL</p> <p>Kickemuit Middle School recently initiated the process of reviewing their SIP to address their current challenges and concerns in addition to aligning their efforts with the district's new overall strategic plan.</p> <p>HIGH SCHOOL.</p> <p>The school improvement team is comprised of department heads, teachers, and parents. One of the parents on the SIT has a child with a disability at the high school. Staff who did not regularly participate on the school improvement team were not clear on the structure or participants. There were school based communication issues with regard to the basic framework of the school structure and the overall future vision and direction of the school.</p>	<p>Interview Document Review</p> <p>Interview Document Review</p> <p>Interviews</p>	<p>The High School SIT has become more active and functional this year. Department Heads will be regular members. The SIT will be regularly scheduled, and a calendar will be disseminated throughout the school. The SIT has a retreat scheduled this summer and will be developing a Compact for Learning as a result of the SALT and School Support Visit.</p>

Performance	<p style="text-align: center;"><u>GRANTS</u></p> <p>ELEMENTARY</p> <ul style="list-style-type: none"> • Hugh Cole has a Reading Excellence Program that is funded through a Grant from the Department of Education. The program is implemented in all classrooms in the school. • Guiteras School received a Toyota grant, which will allow a marine aquatic project to be implemented throughout the school, as well as some Diverse Learning Needs Team Grants from the East Bay Educational Collaborative. • Reynolds and Byfield Schools received a Very Special Arts Grant to facilitate collaboration between the schools and provide art activities for all students funded by OSN. • Colt Andrews School has an Arts in Education, Reading Wall grant and a Model Classroom Initiative Grant from RI Foundation. • Byfield School was recently awarded a competitive grant to implement a Living Example of a Comprehensive School Health Program. The goals are focused on family and community involvement, improved nutrition and enhancing mutual respect among students. • Mary V. Quirk has a grant through the Warren Substance Abuse Task Force to support after school programs. <p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> • The middle school has a tutorial homework grant from the Bristol and Warren Substance Abuse Task Force and a Reading Excellence Program Grant. • 	Interview Document Review	
Performance	All schools in Bristol-Warren are participating in the Focus Schools Network with the East Bay Collaborative.	Interview	
Performance	School Administrators are participating in the Principal Leadership Group at the East Bay Educational Collaborative.	Document Review Interview	

2. SCHOOL CLIMATE

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	All elementary schools have a warm, welcoming and child-centered environment. The principals provide exceptional leadership and support to the staff. Schools have dedicated staff who demonstrates a shared responsibility for all students.	Observation Interview	
Performance	Schools across the district have each established morning welcoming rituals that set a positive tone for the day.	Observation	
Performance	All schools are committed to involving families in their schools and in their children's education. A range of opportunities are provided to allow parents to participate, ranging from social activities to advisory roles.	Interviews	
Performance	Accessing interpreters for families vary across the district. There is a district wide system in place for schools to access interpreters for families whose primary language is not English, however staff are unclear as to how to utilize the system.	Interview	The District will disseminate information clarifying the process of accessing interpreters. Timeline: October 2001
Performance	Most schools have initiated numerous activities to promote positive character education. Some examples include; peer mediation, good citizenship award, and student of the month. Project Second Step, a violence prevention program is being implemented at Guiteras, Byfield, Rockwell and Reynolds and Colt Andrews School.	Interview Presentation	
Performance	The code of conduct and behavior exhibited by students through out the elementary schools is exceptional.	Observation	
Performance	Due to the current reorganization of schools and grades, some schools are struggling to create a cohesive, cooperative approach. The leadership in these building is committed to establishing cohesiveness.	Interview	

Performance	<p>MIDDLE SCHOOL</p> <ul style="list-style-type: none"> • The administration, faculty and staff are dedicated to the students at the Middle School. However, there is frustration and concern regarding roles, responsibilities and expectations in meeting the social, emotional and educational challenges of the student population. Formal discussions are occurring to assess the current system of special education services, and to define roles and responsibilities of special education personnel. • All students receive a school handbook detailing the district and school policies and practices. • Newly hired teachers are assigned a teacher mentor of the same academic discipline. Teachers have reported that this mentor program has been helpful and supportive. 	Interview	<p>The Middle School SIT (School Improvement Team) is in the process of identifying priorities for this coming year. The group has identified target areas for professional development including positive behavioral support strategies and character development. Formal discussions will continue to occur to resolve these issues.</p> <p>Timeline: December 2001</p>
Performance	<p>HIGH SCHOOL.</p> <ul style="list-style-type: none"> • The special education department meets once a month, as do all other departments. Special education teachers do not attend core content area department meetings unless specifically invited. • New teachers are assigned a seasoned teacher mentor. New teachers reported that this was a beneficial relationship. • Each student receives a school handbook outlining school and district rules and discipline policies in the beginning of the year. The student handbook outlines courses. Special education classes are listed in their own "Pupil Personnel" section. This lists classes as Alternative Math 9, Alternative English 11, etc. • The special education department chair is responsible for putting together college informational folders for students. However, a stronger connection needs to be developed with guidance counselors. • Administrative changes have led to a more focused approach on the High School reform efforts. However, there was an overall disconnected sentiment throughout the school. This was enhanced by a lack of communication between the administration and faculty. 	Interview	<p>The School Improvement Team at the High School will be planning and implementing change that will strengthen the communication structure to resolve these issues. (I.e. dept meetings will be scheduled to support coordination between general education and special education.</p> <p>Timeline: December 2001</p>

Performance	Throughout the district there were many examples of community service projects. Some of these include: Feinstein Good Deeds, Coats for Kids, Pennies for Patients, Food Drives, Pastabilities, Metacom Manor and the RI Veterans Home.	Interview Observation	
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3. GOOD TEACHING PRACTICES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	Standards based instruction is visible and evident throughout the District. English/language arts standards are reflective in student portfolios and are linked to report cards/progress notes. Rubrics are being used by teachers and students to guide their work and establish expectations. Standards and rubrics are posted in the classrooms. Students are engaged in problem solving learning. There was evidence of some differentiated instruction in the classrooms.	Interview Observation	
Performance	There has been much progress this past year in the area of Standards based instruction at the high school. Core content area departments are utilizing standards for each core content area. Special education teachers have a myriad of standards examples and are focusing on modifications for students with exceptionalities when appropriate.	Interview Observation	The High School will continue their reform efforts on standards based curriculum, instruction and assessment strategies. Timeline: December 2001
Performance	Throughout the district, teachers report having access to general education books, related materials and supplies.	Interview Observation	
Performance	In all schools, special educators and related service providers are implementing services in an integrated model utilizing the core curriculum. There were many positive examples of co-teaching. Collaborative classrooms exist in Guiteras, Mary V. Quirk, and Colt Andrews Schools and in the middle and high school for specific periods. Common planning time was a component of this program. Collaborative classrooms need to be expanded to other schools, through out the grades, and additional subject areas.	Interview Observation	The Bristol Warren School District will complete a feasibility and implementation study on the expansion of co-teaching and collaborative classrooms to support the creation of models that education students with disabilities in general education. Timeline: December 2001

Performance	There have been scheduled periods across the district for co-planning; some teachers and administrators have stated the need for a more systematic and structured approach during the school day. The district initiated an opportunity for paid common planning time before and after school. This has been effective for some teachers.	Interviews	Individual schools will plan for the implementation of opportunities to support co-planning time. Timeline: September 2001
Performance	At both the middle and high school, co-planning is scheduled on a six-week cycle for general and special education collaboration.	Interview	
Performance	General education ninth graders who are identified in eighth grade as at-risk are placed in the Skills Associated with Learning (SAL) classes for ninth grade. In tenth grade, many of these students participate in collaborative classes with special education classes. These are not heterogeneous inclusion groups.	Interviews Observation	The High School is restructuring the Freshman Academy to support more heterogeneous inclusion groups. Timeline: December 2001
Performance	District- wide after school programs are offered at all schools. These programs include academic, arts and recreational activities.	Interviews Document Review	
Performance	<p>At the High School, two life skills classes operated a for profit school laundry service and a jewelry making business. Both have ongoing community experiences interwoven throughout the curriculum.</p> <p>Rubrics were evident throughout many general and special education classes. Teachers reported that the homework rubric has increased the number of homework assignments that were handed in.</p> <p>Some of the alternative special education classes at the High School had posted student work with student explanations of what that particular work corresponding to a point on the scoring rubric (1-6)</p>	Interview	

Performance	<p>The Middle School facilitates many approaches to promote successful learning including;</p> <ul style="list-style-type: none"> • the SRA Corrective Reading and Math. • Grade leaders and guidance counselors follow classes from 6th through 8th giving parents, students and teachers resources for consistent guidance support, • HOTS (Higher Order Thinking Skills) training was provided to teachers, • Kickemuit Alternative Program (KAP) focuses on skill development for 7th and 8th grade general education students. • Young Mariners and Shipwrights is an after school boat building program in partnership with Herreshoff Marine Museum. 	Interviews	
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4. EDUCATIONAL PROGRAM ALTERNATIVES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	<p>The district has established a fifth quarter summer session for children, kindergarten through fifth grade that need additional instruction. The program is a six week, 1/2 day session that focuses on literacy and mathematics. In addition, there is a partnership with the Bristol and Warren Recreational Program to provide a full day program for some children.</p> <p>At the middle and high school there is a Saturday Academy for reading and math. This coming summer, a literacy and math program will be available for students at the high school.</p>	Interview	
Performance	<p>One dynamic option at the elementary level is the Reynolds Arts Magnetic School. Interested students are selected through a lottery process. This program infuses the arts through all aspects of the curriculum. Because of recent renovation to the school building, the program is now accessible to all students.</p> <p>Thematic integration is evident in all the elementary schools. Overarching themes include marine studies, total school world culture and technology.</p>	Observation Presentation	

Performance	<p>The middle school provides an in-school suspension program with a special education teacher facilitating a behavioral approach for student support. Although this is an exceptional educational alternative, students return to the in-school suspension due to the lack of service supports.</p> <p>Due to the absence of the student assistance/ Codac counselor, support services for students at the middle school have been impacted.</p> <p>There is a counselor from the East Bay Mental Health Center in the school one day and evening a week.</p>	Interview	<p>The middle school is redesigning the school suspension and expanding the CAP program to resolve these issues.</p> <p>Timeline: December 2001</p> <p>In September, the student assistance/Codac counselor will be returning.</p>
Performance	The district has stated a need to respond to the over-identification of children with learning disabilities.	Interview Data Review	<p>The district will establish a task force to identify the issues and potential intervention strategies to support children in general education.</p> <p>Timeline: December 2001</p>
Compliance	Bristol has formed partnerships with the community and business in order to ensure that students are able to succeed in school. Additional formal inter-agency agreements need to be developed	Interview	<p>Bristol Warren will develop formal inter-agency agreements targeting the areas of early childhood, mental health and transition.</p> <p>Timeline: December 2001</p>
Performance	In order to reduce the fragmentation of services, the district has redesigned the role of the school psychologists to be school-based and to provide both testing and counseling. As a result of the changes, with some school psychologists, there is a sense of discomfort about new roles and responsibilities, which they feel impacts their job performance in meeting the needs of the student.	Interview	<p>Professional Development will be provided to support new roles and responsibilities for the school-psychologists.</p> <p>Timeline: December 2001</p>

Performance	<p>At the high school, there is an in-school suspension room where students can complete their work while serving their in-school suspensions.</p> <p>The Planning Center is utilized for a myriad of purposes for special education students. Special education teachers and an assistant staff the Center. The purposes of the Planning Center are as follows:</p> <ul style="list-style-type: none"> • as an alternative to in-school suspension. Special Education students could complete their work in this room instead of the in-school suspension room. They are engaged in a planning process, detailing the reason for they're involvement in school suspension and develop alternative plans to modify future behaviors. • as a resource room for behavioral monitoring. A behavioral plan is implemented during all period. Appropriate behavior is rewarded through tangible incentives. • for either a part-time or full-time self-contained classroom for students considered emotionally fragile. Students can choose whether they want to eat in the planning room or in the cafeteria. Students also participate in a Planning Center physical education/ health period. This class modifies their physical education activities. <p>Teachers understanding of what the Planning Center does varied from teacher to teacher depending on what they utilized the Center for. At any given time, there may be students with anger management issues and students considered emotionally fragile in the same classroom.</p> <p>There is a Unified Physical Education Program, which is designed for equal participation from general education and special education students. Currently, there is one general education student participating in this elective class.</p> <p>There is a full time student/Codac counselor and a part time counselor from East Bay Mental Health Center to provide services to students on a daily basis.</p> <p>The East Bay Career Academy provides an alternative program for students with behavioral challenges.</p>	<p>Interviews Observation</p>	<p>The high school is planning on expanding inclusionary efforts to support all students. A drop-in center will be developed for all students (general and special education) who are experiencing behavioral challenges. The focus of the planning center will be for students who are emotionally fragile.</p> <p>There will be a fully included adaptive physical education class established next year at the high school.</p> <p>Timeline: December 2001</p>
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5. TEACHER SUPPORT TEAMS

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	All schools have active Teacher Support Teams (TST) that meet regularly to use a collaborative problem solving approach to address the needs of students who are experiencing academic, social behavior problems. The district provides floating substitutes to schools for teachers to attend TST meeting.	Interview	
Performance	Although the TST exists at the middle school, professional development is needed to clarify roles and responsibilities.	Interview	Professional Development will continue to be provided on the roles and responsibilities of the TST. Timeline: December 2001
Performance	At the high school, the chair of the TST discusses concerns and issues with the chair of the special education department. Although the district has provided training to the TST, members are unclear about the referral process. Staff who do not routinely participate in the TST process are unclear as to the procedures and roles.	Interview	Professional Development will be provided by the Special Education Department Head to address these issues. Timeline: December 2001

6. FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Compliance	Special education teachers at the middle school responsible for testing and evaluation of students are not always participating in the evaluation meeting.	Interview	The middle and high schools will coordinate their schedules so that substitutes are available to support special education teachers to attend evaluation meetings. Timeline: December 2001
Compliance	The district had been experiencing difficulty in getting certified special education teacher to fill vacancies. This created gaps in student's service delivery at the high school.	Interview	The School District has made valiant efforts to recruit special education teachers for the High School. Assurances will be provided that these efforts will continue. Timeline: December 2001
Compliance	It appears that teachers are discouraged from referring kindergarten age children for evaluation or for direct resource services.	Interview	Information will be provided by the Special Education Director to clarify this information. Timeline: December 2001

Performance	<p>The Bristol Warren Child Outreach Program is currently screening 25%-30% of three and four year old children. Strategies for improving the percentage of children screened are currently being implemented. They include:</p> <ul style="list-style-type: none"> • A PR campaign for kindergarten registration. • Screening all Kindergarten children during the time of registration. • A more aggressive community outreach targeting three-year-olds. • Distributing a gift bag for children at age three when they participate in screening. • Screening preschool children attending early care and education programs in Bristol Warren. • 	Interview Presentation	
Performance	There is an East Bay out-of-school youth program, which is a combined school dropout recovery, and workforce development program for youth ages 16 - 21.	Interview	
Performance	At the middle and high school an accurate count of student suspensions and schedules IEP meetings are maintained as mandated by federal regulations. Monthly reports are sent to the Director of Special Education.	Interview	

7. FACILITIES

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	Evacuation plans for mobility impaired students are maintained in appropriate places.	Interviews	
Performance	The Special Education Department at the high school had it's own office, separate from the department head's office, which they could sign up for and use at will.	Interview Observation	
Compliance	Mary V. Quirk - a special needs teacher and ESL teacher shares a room and has students at the same time in the room. Teacher reports that this impacts the students achieving their IEP objectives.	Interview Observation	<p>The Bristol Warren School District will provide assurances that appropriate space is provided.</p> <p>Timeline: December 2001</p>

8. EVALUATION

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Compliance	No evaluation team report No date for re-evaluation indicated on IEP	JS 5 SW 7	The Bristol Warren School District will provide assurances that evaluations are provided in compliance with the RI Special Education Regulations. Timeline: December 2001
Performance	Teacher/Case Managers are responsible for reviewing the IEP's and sending home progress reports on a quarterly basis. The Teachers/Case Managers maintain copies of these reports at the school.	Interviews Observation	
Performance	At the Middle School, special education staff is unclear about re-evaluation procedures and practices as well as functional behavioral assessments.	Interview	Professional Development will be provided to clarify issues about evaluation. Timeline: December 2001

9. FAPE/INDIVIDUAL EDUCATION PLAN (IEP)

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	IEPs are well written with respect to present levels of performance, annual goals, and short-term objectives and are aligned with the districts' standards.	Record Review	
Performance	Teachers report that the professional development provided for standards based IEP's was effective and applicable as evidenced by the high quality of IEP's.	Record Review Interview	
Compliance	IEP meetings for out-of-district students need to consist of appropriately qualified LEA representative as stated in the RI Special Education Regulations. No LEA Representative signature on out of state IEP	Interview JK 7	The Bristol Warren School District will provide assurances that appropriate LEA Representatives participate on out-of-state and out-of-district IEPs. Timeline: December 2001
Performance	General education teachers consistently participate in IEP meetings. The district provides substitutes in order for classroom teachers to have coverage in their classrooms.	Interview Record Review	
Compliance	Issues of confidentiality are inappropriately being used to prohibit sharing of IEP information between pre-school special education program and kindergarten teachers.	Interview	The Special Education Director will provided clarification on issues of confidentiality. Timelines: September 2001

10. LEAST RESTRICTIVE ENVIRONMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	There is evidence that the general education and special education teachers provide modifications and accommodations for children with IEP's.	Observation Interview	
Compliance	The lack of an array of educational program alternatives especially for children with behavioral issues at the middle school prohibited student's ability to achieve their IEP goals and objectives.	Interview	A committee is currently meeting to redesign and create new opportunities for alternative learning opportunities. Timeline: October 2001
Compliance	Pre-school special education students need to be provided the opportunity to receive their education service with typically developing age peers (Hugh Cole & Rockwell Schools). The district needs to provide a continuum of an array of education settings for children 3-5 in accordance to the RI Special Education Regulations.	Observation Interview	A Task Force will be developed to conduct a feasibility and implementation plan to provide opportunities for inclusion. Timeline: December 2001
Performance	The speech pathologist provides service on-site in a community based early care and education program for preschool children with IEPs.	Interview	
Performance	The physical therapist at Rockwell co-teaches with the physical education teacher to provide modifications for children with special needs.		

Performance	<p>The program continuum offered at the high school is as follows:</p> <ul style="list-style-type: none"> • Resource support. This is a pullout model where students work on homework, projects or receives tutorial assistance. • Alternative classes are for special education students and are departmentalized and taught by all special education staff. • Intensive Support, which consists of the two Life Skills classes. • Collaborative classes: Each year the special education department head pools teachers for their interest and commitment in working in the current collaborative situation. Currently, the collaborative pairs a general education (SAL teachers) and a special education teacher together for core content area classes. The collaborative target general education students who are considered at-risk for school failure or dropout with special education students. • East Bay Career Academy was the placement for students who were more behaviorally challenged. • The Planning Center is utilized as a program option within the continuum of service for some students. • Overall, the setting was homogeneous and student movement to general education classes was limited. 	<p>Interviews Observation Student Interviews Parent Interviews</p>	<p>The high school is planning to implement and expansion of inclusion opportunities and to promote more heterogeneous classrooms.</p> <p>Timeline: December 2001</p>
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11. FAPE/TRANSITION

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	At the elementary school, a systematic process has been developed to transition students with IEP's from grade to grade.	Interview	
Compliance	The district needs to develop and implement a transition process that supports children and families transitioning in and out of the preschool programs at Hugh Cole and Rockwell Schools.	Interviews	<p>A Task Force will be developed consisting of principals, teachers, parents and central office administrators to develop a transition process.</p> <p>Timeline: October 2001</p>
Performance	The high school has a contract, which links them with Goodwill Industries and enables them to have a job coach for the transition class.		

Performance	<p>HIGH SCHOOL</p> <p>There is limited School to Career classes or experiences for students with exceptionalities.</p> <ul style="list-style-type: none"> • The Transition class is offered to all special education students although priority is given to 11th and 12th graders and students that are age appropriate. Currently this is a one-year class. • There is a job coach that is contacted by the district to work with students during their community experience. The special education teacher does not go out to job sites. • There is an active school store at the high school; however, there is no connection between the Transition class and the high school store. • Some 12th graders feed into Job for Ocean State Graduates • Some students participate in the Home Building project and the school-based early care and education center. <p>The Transition class offers a two-week community job experience. There is also job shadowing throughout the year in the community. Students can choose whether they wish to participate in this experience. There was an emphasis on high school job procurement as opposed to post secondary job/career connections or exploration.</p> <p>The Life Skills classes offer many opportunities for in school and community based work experiences. Classroom activities support these experiences. These teachers do initiate linkages with ORS, DDD, etc. For their students. The Special Education Department Head also initiates contacts with ORS.</p>	Interviews	<p>The high school is in the process of redesigning the school to career strand to provide expanded opportunities for all students. There are plans next year to implement two new academies, Finance and Travel, with internships in the community.</p> <p>Next year the school store will be connected to the marketing class and will be available to all students.</p> <p>Timelines: December 2001</p>
Performance	<p>All special needs 5th grade teachers meet with special needs staff from the Middle School for 1/2 day regarding the transition of students from 5th grade to the Middle School.</p> <p>High school and middle school special education teachers spend one day together reviewing all eighth grade students' strengths, needs and future classes to support students moving from school to school.</p>	Interview	

Performance	The high school has identified needs for a more systemic transition process to be developed, implemented and supported for students exiting the middle school and entering the high school.	Interview	A plan is being developed to support student's transitioning from middle school to high school. This will be implemented next year. Timeline: December 2001
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12. PARENT INVOLVEMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	<p>The district is committed to actively involving families in the schools and their children's education.</p> <ul style="list-style-type: none"> • Parents participate in the development of the district strategic plan and as members of the School Improvement Team. • Interactive website/e-mail promotes communication between families and schools. • School report night provides families and schools an opportunity to dialogue about standards and rubrics. • The Curriculum Link Newsletter is sent to all families. • Individual school newsletter is sent home to families. • At the elementary level family literacy and social events are organized to promote family engagement in the schools. • Information that is sent to student's homes is interpreted in the family's primary language. 	<p>Interview Document Review Presentation</p>	
Performance	The Special Education Office provides family friendly information about special education processes and services to all families whose children are referred.	<p>Interview Document Review</p>	

Performance	<p>The Special Education Advisory Committee (SEAC) was recently reorganized and reconfigured and is assuming responsibility for initiatives to increase parent involvement on special education issues. The 18-member group recently developed agreement on goals for the coming year. These include an outreach effort to other parents to increase the membership of SEAC; the promotion of inclusion opportunities for children with special needs with a focus on collaborative classrooms; and a strategy for providing parent information and education including the development of a parent handbook, and email and web site. In addition, the group is in the process of developing by-laws.</p> <p>Schools report that they see positive changes in the SEAC and describe the group as an opportunity for families to receive support and education and to become more engaged in the schools and in their child's education.</p>	<p>Interview Document Review</p>	
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13. PROFESSIONAL DEVELOPMENT

INDICATOR	FINDINGS	DOCUMENTATION	SUPPORT PLAN
Performance	<p>A district-wide comprehensive professional development plan is being created that will be linked with the district's strategic plan. The group responsible for developing this plan has representation from schools and the central office. The SALT Survey data and other district-wide data have been utilized to determine the priorities for this plan, including the priorities in the individual school improvement plans.</p>	<p>Presentation Document Review</p>	

Performance	<p>The district has provided extensive professional development opportunities that includes:</p> <ul style="list-style-type: none"> • Balanced reading • Standards based instruction • Standards alignment with IEP's • Orton Gillingham • Technology use in the classroom • Focus Math • Rite Traits • LIS Program • Individual support for conferences and workshops 	Presentation Document Review	
Performance	<p>Staff expressed need for professional development opportunities in the following areas:</p> <ul style="list-style-type: none"> • Standards based instruction for children with special needs. • Suspension policy for students with special needs. • Technology in the classroom. • Differentiated instruction • Balanced Reading for Special Education Teachers (beyond introduction). • Software program to assist in developing IEPs 	Interview Document Review	<p>The district will develop a plan of professional development that meets the needs of school personnel.</p> <p>Timeline: December 2001</p>
Performance	<p>The district has a partnership with the East Bay Educational Collaborative in supporting school reform effort through a variety of professional development and technical assistance opportunities in the schools.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Working Wonders Focus School • Principal leadership • Chicago Math Skills • I-READ • KITE's • Assistive Technology Services and Technical Assistance • Graduate level college coursework • Focus Math • Transition Services • Vocational Evaluations 	Interview	

Performance	The district has committed resources so that all schools are networked and have access to the internet. Teachers stated the need for additional professional development in the area of using technology for instruction in the classroom.	Staff Interview Document Review	
Performance	The district has developed a job description for teacher assistants with competencies that are aligned with the state standards.	Document Review Interview	
Performance	In the district there is a technology department where there is 5 designated staff for assistive technology and computer networking.	Presentation Interview	
Performance	The assistive technology needs of students including devices and services are being addressed through district staff as well as outside agencies. The district developed an assistive technology manual on the evaluation process and procedures.	Staff Interview Observations Document Review	
Performance	The Special Education Director provided professional development for all administrators, faculty and support personnel in the elementary, middle and high school on IDEA and the revisions of the regulations.	Staff Interview	
Performance	School based professional development at the high school has been offered the following: <ul style="list-style-type: none"> • Alternate schedule/block scheduling • Visitation to other districts to observe programs • Strategies for teaching in extended time blocks. • Teacher support team • Co-teaching Each department generates a list of their professional development needs. Article 31 monies are used to pay for the inservice.	Staff Interview	

